

THE FIRST ROUND  
IN THE  
LADDER OF EDUCATION.



Time overthrows the delusions of opinion, but confirms  
the decisions of nature.

BY JAMES BROWN,

THE AUTHOR OF "THE EXEGESIS OF THE TRUE WAY OF ANALYZING WORDS AND CONSTRUCTIONS OF DIFFICULT SOLUTION," "A NEW SYSTEM OF ENGLISH GRAMMAR IN THREE BOOKS," "THE SECOND ROUND IN THE LADDER OF EDUCATION," AND "THE APPEAL FROM THE OLD THEORY OF ENGLISH GRAMMAR TO THE TRUE CONSTRUCTIVE GENIUS OF THE ENGLISH LANGUAGE."

PHILADELPHIA:  
PUBLISHED BY JOHN T. LANGE, 24 S. SECOND ST.  
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*I. Ashmead, Printer,*

## INTRODUCTION.

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ALTHOUGH I have neither been an instructor of a school, nor a Professor in any Literary institution, I have given considerable attention to the methods, and principles of several books, used both in common schools, and Academies. And I regret that I cannot speak of these works in terms of praise. It is not my intention to give a catalogue of these books. The following paragraphs, taken from "*The Pictorial Primer, designed as a First Book for Children in Families, and Schools,*" will serve as a fair specimen of the *merits* of all these productions.

"Well, *Frederic*, what did you see at the fair to-day? Do you not think you had better have been at home with your mother, and sister *Caroline*?"

What did you see *to-day*, is no better than, what did you see *next week*? And "had have been, is neither better nor worse than the rest of the Pictorial Primer which is almost a *fac similie* of the numerous books that are decent in nothing but mechanical execution.

"This bird is an owl; he has large eyes, and can see in the night."

Here is a clear intimation, that no creature except an owl, can see in the *night*! Nor is this all, for it is here strongly implied, that the owl's capacity to see in the night, is derived from the *size* of its eyes!!

A substitute:—"This is an owl; and, although he has good eyes, he cannot see *except in the night*."

But as an owl cannot see in a bright moonlight night, the idea in relation to the time, is not expressed by the

word, *night*. An owl can see in the *dark*, but not in the *light*. Hence the following change may be made in the sentence, without producing any serious blemish :

This is an owl ; and, although he has good eyes, he can not see except in the *dark*.

“ *Here is an idle boy, who does not like his book.* ”

Here it is intimated, that this idle boy is very singular, because he does not love his book !! The idea conveyed, is that idle boys, in general, like their books, but that this idle boy is rendered eccentric from his dislike to his book !

Having given a specimen of the manner in which these compilers *think*, and *write*, I will now give a sample of the way in which they attempt to teach.

To teach the child the names of the different letters, these *philosophers* place the letter which begins the name of the creature, with the picture of the being. Hence the letter, *c*, is placed with the picture of a cat—and the letter, *d*, with that of a dog.



If the child infers any thing from this association, it is that the word, *cat*, is the name of this character, *c*—and that the word, *dog*, is the name of this character, *d* ! This contrivance, then, makes a wrong impression upon the mind of the child, and, consequently, retards his progress. The name of the creature is, *cat*—but the name of the letter is, *se*. The name of the being is, *dog*—but the name of the letter is, *de* !! Can a mere child discover any analogy between the word, *cat*, and the word, *se* ?

And can he discover any similarity between the word, *dog*, and the word, *de*?

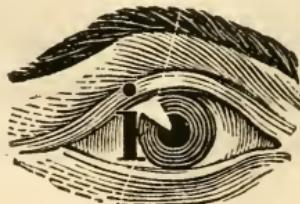
That the placing of an eye with the letter, (*i*), would aid the child in learning the alphabetical name of this letter, is not doubted. The name of this organ of sight, is the very name of this letter. But is the name of this creature



the name of the letter, *c*? And is the name of this creature



the name of this character, *d*? No, no! Wherever the name of the creature with which the letter is associated, is the very name of the *letter* itself, the child derives much aid from the association. A *bee* placed with this character, (*b*) would aid the child in learning the special alphabetic name of this letter. An *eye* placed with this character, (*i*) would assist the child in learning the particular name of this letter, *i*. Indeed, the eye becomes the denominator, the namer, of the letter which is upon it.



That this plan may be understood, it seems important to define, and name a few of its parts.

## THE ALPHASCOPE.

THE *Alphascope* is a chart made up in the main, of such emblems as will enable one to impart a knowledge of the *names*, and *sounds*, of letters, and considerable skill in *Syllable Reading*, in a few Lessons.

### PARTS OF THE ALPHASCOPE.

#### 1. *A Letter Namer.*

A *Letter Namer* is an object which communicates either all, or the *first* part of its own name to the letter which is on it.

#### 2. *The Letter No-mascope.*

The *No-mascope* is the part of the Alphascope, which gives the child, a view of the *names* of the letters in the English alphabet, by means of twenty-six *Letter Namers*. [*Onoma*, name, and *skopeo*, to view.]

#### 3. *A Letter Sounder.*

A *Letter Sounder* is an emblem placed with a letter to give its *sound*, or *sounds*.

#### 4. *The Letter Pho-nescope.*

The *Phonescope* is the large circular part of the Alphascope, composed of thirty-eight *letter* sounders, designed to give a full view of the thirty-eight elementary sounds uttered in *human speech*. [*Phone*, a sound, and *skopeo*, to view.]

#### 5. *The Letter Puzzle.*

The *Letter Puzzle* is the smaller oval part of the Alphascope, in which the twenty-six letters are so placed

that a child cannot find any certain one without close attention to, and a correct impression of, its particular *form*.

### 6. *The Letter Maze.*

The Letter Maze is the part of the Alphascope, which is made up of a set of *false* letter namers, placed around the PHO-NE-SCOPE without order. The Letter Maze imposes upon the child, the necessity of telling the letters, not by the object on which they are found, but by their true *distinctive* forms. [This part of the Alphascope resembles the common pictorial primers; and, without the other sections of the Alphascope, it would be of serious injury.]

### DIVISION OF LETTER NAMERS.

Letter Namers are *Precise*, and *Plus*.

#### 1. *A Precise Letter Namer,*

Is an object which gives the *exact* name of the letter on it; as, an eye, a bee, an eff, zea.\*

#### 2. *A Plus Letter Namer,*

Is an object which gives more than the simple name of the letter on it; as, a ce-dar, an em-bergoose, a ge-ranium, an es-trich, a wi-ver, an o-celot. [These parts are *plus* matter: *dar*, *bergoose*, *ranium*, *trich*, *ver*, *celot*.]

This theory is peculiar—it has nothing which resembles the common primers. Instead of employing objects which do not impart, or give, the true alphabetical names

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\* An eff is a kind of lizard—zea, pronounced *ze*, is common corn, maize, or Indian wheat—an es-trich is an *os-trich*—a wiver is an *imaginary* creature, and in works on heraldry, its name is spelled *wyvern*. I have adopted the orthography which Dr. Webster has given.

to the letters with which they are associated, it employs those which actually give the child the exact names of the letters with which they are placed. To aid the child in learning the name of the letter, *e*, the makers of the common primers, employ an *eye*! This they do because the word, *eye* begins with an *e*! The eye is not a *denominator* in relation to the *e*. This organ, in relation to the *e*, is a *non-denominator*. If the word, *eye*, was\* the name of the letter, *e*, the eye itself would be a good, a clear, *denominator* of the letter, *e*. In this theory, the *e-mew* is employed as the denominator of *e*. True, the name of *e*, is not *emew*. Although the word, *emew*, is not the name of *e*, the first syllable of this word, is the name of this letter. Hence an *emew* is a clear denominator of *e*. In the word, *e-mew*, we do find the name of *e*; but in the word *dog* we do not find the *name* of *d*. Nor do we find in the word, *eye*, the name of *e*!

In Elton's Pictorial A. B. C., published in New York in 1847, I find an apple and an arch employed to lead the child to the true alphabetical name of the letter, *a*! But as both of these things are *non-denominators*, they are well calculated to lead him from this name. Was the name of this letter, *ap*, or *ple*, this fruit would be a clear index to the name of this letter. So, if the name of this letter was *arch*, the arch would be a clear denominator of *a*. That these objects exert an influence in directing the child to call the letter, *a*, by some name, is obvious. And, as they cannot lead him to the *right* name of this letter, they must lead him to a *wrong* one. Nor is this all, for while the picture of the *ap-ple*, leads the child to call *a*, *apple*, that of the arch directs him to call this letter,

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\* Not, if the word, *eye*, were.

*arch!!!* Nor indeed, is it the whole,—for the same page on which the child is told by virtue of these two pictures, that *a* is called *apple*, and *arch*; he is informed by four other pictures, that this same *a* is called *adze*, *arrow*, *anchor*, and *axe*!

And upon the same page on which the poor child is made to call *a* by all these names, he is taught by the means of five other pictures, to call the letter, *b*, *boy*, *book*, *baby*, *barrel*, and *bud*! On the very next page I find the letter, *c*, first called, *cage*; next, *cat*; next, *cannon*; next, *comb*; next, *cow!!!!* This is certainly *milk* for the tender mind. Upon the same *pictorial* plan, the author of this primer calls *d*, *dice*, *desk*, *drum*, *dog*, *drawers*, *door*, and *duck*. Here, by virtue of these pictures, the child is taught that the letter, *d*, has these seven words for its alphabetical name. Why should the attention of the child be called to these seven *gross misnomers*? Why, to enable him to learn that the name of this letter is *de*.

In what way is the bewildered child taught to call *e* by its true name? Why, by being informed, through five *heterogeneous* objects, that the name of *e*, is *eye*, *egg*, *eagle*, *ear*, and *eel*!! All this to learn that *e* is *e*!!! The letter, *f*, comes next. Should one judge by the *number* of *names* which is given to this letter, to enable the child to call it *ef*, he must presume that the true method of teaching the mere child *simplicity* and *truth*, is by *confusion*, and *contradiction*! The letter, *f*, is first called *fork*, secondly, *fish*, thirdly, *flag*, fourthly, *funnel*, fifthly, *flute*, sixthly, *feather*, seventhly, *fly*, and eighthly, *fan*!! If the name of this letter is not *fork*, why is the fork employed? Why is the child's attention called to the funnel, if the name of this letter is not *funnel*? What, put

*Samuel Jones* upon the door to show that *Stephen Johnson* occupies the house! ?

Under the title of Mr. Elton's Primer, is the following: "*Embellished with Two Hundred and Thirty Engravings, or, Illustrated Nouns.*"

Now, it is obvious that if *all* his engravings are as *illustrative* as those which give *eight* grossly wrong names to the letter, *f*, his entire collection must be *invaluable* !!

The cause of this *grand confusion* which is technically denominated *pictorial* teaching, is to be found in the fact that primer makers, *numerous, learned, and wise*, as they are, do not see any difference between the *sound*, and the *name* of a letter. In the word, *feather*, we find the *sound*, though not the *name* of *f*. The *sound* of *f* is heard in uttering the *mere* commencement of this word; but the *name* of *f* (*ef*) is not heard in any part of this word!

### *The Sounds of the Letters.*

Among the numerous defects which are obvious in all works designed for the abcedarian, is the *want* of the means for teaching the thirty-eight elementary sounds in speech.

There are three considerations which render it highly important that the child should learn something of these elementary sounds, at the *inceptive* stage of his study :

*First*—these sounds are the *basis* of speech.

*Secondly*—they are represented by the *letters*.

*Thirdly*—even a partial knowledge of them, renders the child much aid in his attempt to *pronounce* both *syllables*, and *words*.

*Every Primer* which has fallen under my notice, con-

tains a full demonstration that its maker is not acquainted with the *means* that is necessary to enable children to learn what he wishes to teach them. The objects put into every Primer which I have seen, to expedite the learning of the twenty-six letters, are all *non-denominators*. And, in relation to the elementary sounds, no maker of a Primer (except myself) has ever even mentioned them ! Hence, hitherto, children have had no aid whatever in the process of *Syllable Reading*. But, it may be replied that an ability to name each letter, renders considerable aid in *Syllable Reading*. To name the letters in a syllable is not *Syllable Reading*, but mere *Letter Reading*. *Syllable Reading* is the joining of the *elementary* sounds, in *utterance*, of which the *letters* in the syllable, are the representatives. It may be said, that the child acquires some of these sounds in learning the *names* of the *letters*. True, but as no two of the elementary sounds which the child learns in learning the names of the mere letters, can be joined, can be put together, in a *syllable* utterance, the child's acquaintance with these sounds affords him no aid in uttering a syllable of *two*, or more letters. The *vocal* name of one letter, is a *distinct* vowel sound which cannot be joined to the *vocal* name of another letter. For instance,—the names of *a*, and *b* will not fall into the same *vocal* syllable—for the *vocal* name of *a* is a *whole* vocal syllable. Nor is this all, for the *vocal* name of *b* is a *whole* vocal syllable. Hence, unless two distinct *vocal* syllables can be formed into *one*, the *vocal* names of *a*, and *b* can never be uttered in one syllable. Can the child, then, read the following syllables :

*ba.*      *ab.*

Can the child join, in *utterance*, the *sound* of *b* with that

of *a*? The child does not know the sound of *b*! True, he may know the sound of the name of *b*—*be*! But as the sound of the name of *b*, cannot be joined with the sound of the name of *a*, how can the child's knowledge of these two sounds, aid him in *Syllable Reading*? Before the child can read *syllables*, he must learn some sounds which can be *joined* in *one* syllable.

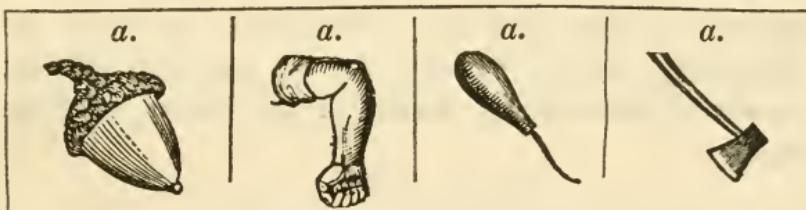
In general, the name of a letter is very different from the *sound* of it. The name of this letter (*b*) is *be*; but the *sound* of this character, is that which is heard in the *mere commencement* of the word, *bat*. (That sound which is made before the lips are separated.)

The name of this character (*t*) is *te*; but the sound of this letter, is that which is heard in the mere beginning of the word, *top*.

To make *Syllable Reading* a work of ease, and expedition, the child must have the aid which can be derived from nothing but a familiar acquaintance with the different *sounds* of the letters. That a knowledge of the mere *names* of the letters, is no preparation for *Syllable Reading*, is obvious from the great difficulty with which every child meets in pronouncing syllables. This difficulty results from an ignorance of the *sounds* of the letters in the syllable. The child who is put to *Syllable Reading* as soon as he has learned the *names* of the letters, attempts to pronounce each syllable according to the sounds in the *names* of the letters in the syllable. Hence he would endeavor to throw the word, *top*, into three syllables, and pronounce it, *te-o-pe*; and the word, *bat*, into three syllables, and pronounce it, *be-a-te*. He would do this because these are the only sounds which he can associate with those letters. But, as these sounds cannot be *joined*, the

child must be drilled painfully, drilled for months, before he can pronounce *bat*, and *top*. When the child, however, has the *sounds* of which the letters in the syllable, are the representatives, he will endeavor to utter these *sounds* instead of the *names* of the letters, which will not only relieve *him*, but the teacher, of the severe drudgery that an attempt to learn *Syllable Reading* without a knowledge of the elementary sounds, entails upon both pupil, and instructor.

To enable the child to learn the thirty-eight elementary sounds with ease and rapidity, I employ thirty-eight *letter sounders*. In general, the *mere beginning* of the *name* of a letter sounder is the sound required. For instance—that the child may clearly understand the four elementary sounds represented by *a*, he is required to utter the *mere commencement* of the name of each of the following letter sounders :



1. The letter, *a*, represents the sound which *merely begins* the word, *acorn*. (*a-corn.*)
2. This letter represents, too, the sound which merely begins the word, *arm*. (*a-rm.*)
3. This character represents, likewise, the sound which merely begins the word, *awl*. (*a-wl.*)
4. This letter represents, also, the sound which merely begins the word, *axe*. (*a-xe.*)

As the method here pursued to teach the elementary sounds as represented by the twenty-six letters, is similar, in *form*, to that employed by the numerous primer-makers to enable the child to learn the letters in our alphabet with *despatch*, it may be said, that I have adopted a method which I have condemned. I have condemned this plan as a method for teaching the *names* of the letters. The *names* of the letters, and the *sounds* which the letters represent, are so different, that the same means can not be used in teaching both. For instance, the word, *be*, is the name of this letter, (b.) But does this letter represent the sounds which constitute the word, *be*? The sound which *b* represents, is formed by pressing the lips together so closely that no air can escape. In *bat*, we have the sound of *b*, but not the sound of the *name* of *b*—(*be*.) I condemn this plan as a method for teaching the *names* of the letters, because we do not find the names of the letters in the names of the objects employed. But I approve of this plan as a method for teaching the *elementary sounds*, because we do find the different sounds represented by *letters*, in the names of these objects.

## DEFINITIONS AND DIRECTIONS.

For the use of those who may teach children, the *names*, and the *sounds* of the letters, and the art of *Syllable Reading* by means of *The Alphascope*, a chart connected with

“*The First Round in the Ladder of Education.*” By JAMES BROWN, Author of “*The New System of English Grammar*” in Three Books, and of “*The Appeal from the Old Theory of English Grammar to the True Constructive Principles of the English Language.*”

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#### 7. *The Synphonescope.*

The *Synphonescope* is a *view* of the manner in which the thirty-eight elementary sounds of the language, are put together in the formation of *syllables*, which is produced by placing a Letter Sounder of one letter with a Letter Sounder of another. [*Syn*, together, or with, *phone*, a sound, and *skopeo*, to view.]

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#### 2. *A Plus Letter Namer,*

Is an object which gives more than the simple name of the letter on it ; as, a ce-dar, an em-bergoose, a ge-ranium, an es-trich, a wi-ver, an o-celot. [These parts are *plus* matter : *dar*, *bergoose*, *ranium*, *trich*, *ver*, *celot*.]

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\* An eff is a kind of lizard—zea, pronounced *ze*, is common corn, maize, or Indian wheat—an es-trich is an *os-trich*—a wiver is an *imaginary* creature, and in works on heraldry, its name is spelled *wyvern*. I have adopted the orthography which Dr. Webster has given.

8. *The Syllablescope.*

The *Syllablescope* is a view of the process of giving the *connected* sounds of *combined* letters.

## DIRECTIONS.

## CHAPTER I.

1. Give each child in the class the *hand* nomascope. Teach every child the names of the nine *precise* Letter namers, through the means of the *hand* nomascope. [The acquisition of these names will give the child the exact names of the nine letters which are on the nine precise Letter namers.]

2. As soon as the child can give the names of the nine precise Letter namers, he should be required to find the nine corresponding Letter namers on the *Chart* nomascope. [This exercise will oblige the child to compare one object with another, which will have a tendency to strengthen the mind.]

The following may *suggest* the mode which I would recommend teachers to pursue :

My child, can you point out the bee which is on the *hand* nomascope? [Why do you not say *bee* as soon as you point to the bee?]

After the child shall have been thoroughly drilled in this simple, but important exercise of comparison, recall the subject of the bee—show him that there is one bee upon another bee—make him comprehend that he has *two* bees before him,—that one has *wings*, and *legs*, but that the other has neither *wings*, nor *legs*. Impress upon his mind that the bee which has neither *wings*, nor *legs*, is *on* the bee which has both *wings*, and *legs*. Remind him that one is a *honey* bee, but that the other is a *letter* bee. Upon this, ask him which is the *honey* bee, and which is the *letter* bee. Require the child to search for



bee

the *riding* be on the *phonescope*. As soon as he shall have found the *letter* be on the *Phonescope*, and called it by its proper name, require him to find the same letter in the *Letter Puzzle*, and again to call it by its true alphabetical name.

You may now take up separately, the remaining eight letters, which are on the *precise* Letter namers.—In doing this, however, you should treat of each letter much in the same way in which you have treated of the *b*.

*Proceed as follows:*



eff

My child, do you know the name of this creature? This creature is a lizard, or an *eff*. I wish you to examine him with great care. And I should be much pleased if you would remember that his name is *eff*. And I should be very glad to

call your attention to this black mark which is on him. Here it is—do you see it? But stop—perhaps you have forgotten the *name* of this creature! His name, my child, is *eff*. You must recollect *his* name, for *his* name will give you the *name* of this black letter which is on him. Remember now that here is one *ef* upon another *eff*! One is a *lizard* *eff*; but the other, a *letter* *ef*! Remember that as one *be* is *on* the other *bee*, so one *ef* is *on* the other *eff*. Which *eff* has legs? Which *eff* has a *head*? Which is the *lizard* *eff*? Which is the *letter* *ef*? Can you find this lizard *eff* on the *chart* *nomascope*? Do you see the *letter* *ef* on him there? Can you now find this *letter* *ef* on the *Phonescope*? Now, can you find this *ef* in the *Letter Puzzle*?

My child, can you find this letter *ef* in the *Letter maze*? [Here is the *Letter maze*—it is made up of the *false* *Letter namers* which are placed around the *Phonescope*.]

Is the *ef* on a *bird*, a *fox*, an *ox*, a *camel*, a *dog*, or a *rabbit*? My child, do you not see *f* upon this *bird* which

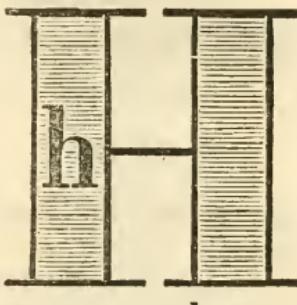
sits on the branch of a tree? [Here it is.] If this letter was named after the creature on which the letter is put, what would be the name of the letter? [Would its name not be *bird*? But, where does this letter get the name of *ef*? From the *lizard* eff on which it is placed. The lizard eff, then, is a *true* namer of this letter, (pointing to the *f* on the phonescope,) while the *bird* is a *false* namer.

Can you show me the *riding* *b* on the phonescope? Can you show me the *ridden* bee on the *nomascope*? Can you now show me the *riding* *f* on the phonescope? And where is the *ridden* eff?

My child, I shall now call your attention to a frame-work somewhat curious in its structure. The main parts of this curious, though *simple* frame-work, are two upright square pillars. [These columns are the pillars to which I allude. Upon the tops of the pillars are two *black lines*, corresponding in appearance to two lines on which the columns stand.] Do you see these lines? [Here they are.] Do you see the line which extends from one pillar to the other? [Here it is.]

Perhaps you would like to learn the *name* of this curious piece of mechanism. Its name is *aytch*! Can you remember the name of this thing? Indeed, have you not already forgotten its name? Have you forgotten the word, *aytch*, so soon?

My child, have you observed the plain figure upon the *left-hand* pillar of this *aytch*? [Here it is.] It resembles a *chair*. Pay particular attention to the form of this little figure. It seems to be constructed of two parts only, which appear to be connected by means of a small curved line. [Here it is.] The name of this little character too is *aytch*. There is one *be* upon another *bee*—one *ef* upon another *eff*—and one *aytch* upon another *aytch*!! Show



me the two *bees*—the two *effs*—and the two *aytches*. Of the two bees, which is the larger? Which is the larger *eff*? Which is the larger *aytch*? Show me the *riding aytch*—show me the *ridden aytch*. Now, my child, see if you can find either of these *aytches* on the *phonescope*. Is this *aytch* in the *Letter puzzle*? Is it in the *Letter maze*?

[Continue to drill in this way till all of the class become familiar with the name of *b*, of *f*, and of *h*.]

My child, what is this thing under the *aytch*? Is it not an *eye*? Do you see the letter which is on this eye? [Here it is.] This letter is an *eye*, too. Hence, here is an instance in which one *i* is in another *eye*! One *be* upon another *bee*—one *ef* upon another *eff*—one *aytch* upon another *aytch*—and one *eye* in another *eye*!!

Can you find the *riding b* on the *phonescope*, in the *Letter puzzle*, and in the *Letter maze*?

Can you find the *riding f* on the *phonescope*, in the *Letter puzzle*, and in the *Letter maze*?

Can you find the *riding h* on the *phonescope*, in the *Letter puzzle*, and in the *Letter maze*?

Can you find the *riding i* on the *phonescope*, in the *Letter puzzle*, and in the *Letter maze*?

[Do not leave the *i* till all of the class become familiar with its name.]



Do you see this bird perched upon a branch of a tree, directly under the two eyes? This bird is a *jay*. This *jay* is sometimes called the *blue jay*. Do you see the letter on this *jay*? [Here it is.] It has a dot above it. [Here is the dot.] Do you observe that there is a similar dot connected with the *riding i*? [Here it is.]

This letter in the eye is called *eye*—and this letter on the *jay* is called *jay*. And, as the bird is called a *blue jay*, I presume the letter on the bird may be called the black, *dotted jay*! There is, then, a black dotted eye, and a *black dotted jay*! The *black jay* is on the *blue jay*. Hence this branch supports *two jays*—the *blue jay*, and the *black jay*. [Go on with these jays.]

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### THE CUE.

The next object to which I will direct your attention, is the little roll of hair around which there appears to be a string near the end. This roll of hair is called a *cue*. The cue is here employed as an index, a pointer to the exact name of the letter which is attached to this cue.

Do you see this *hair cue*? And do you see the *letter cue* which is on the *hair cue*? How many cues hang from this man's head? Which is the *hair cue*—which is the *letter cue*? Is there a string around either of these cues? Are these cues *before*, or *behind* the man? Have you ever seen a head with two cues? Show me the *hair cue*—now show me the *letter cue*. Can you find the *hair cue* on the *phonescope*? If you can not find the *hair cue* on the *phonescope*, see if you can find the *letter cue* on this part of the *alphascope*. My child, I fear that you have not given close attention to the *shape* of the *letter cue*. Examine the long wide part which falls below this round part. Observe that this long part is on the *right-hand* side of the other part. Look for this cue upon the *phonescope*, again. If you can find



cue

it upon the phonescope, look it up in the Letter puzzle, and in the Letter maze.

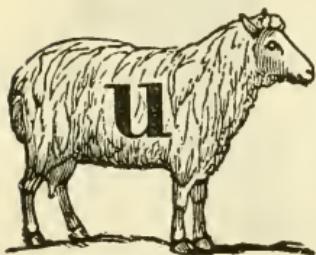
One *be* on another *bee*—one *ef* on another *eff*—one *aytch* upon another *aytch*—one *i* in another *eye*—one *jay* upon another *jay*—and one *q* tied to another *cue*!!

Where is one *be* on another *bee*—one *ef* on another *eff*—one *aytch* on another *aytch*—one *i* *in* another *eye*—one *j* on another *jay*—and one *q* tied to another *cue*?

—

### THE EWE. [yu]

My child, do you see this animal which seems covered



ewe

with white wool? This creature is a *ewe*, pronounced *yu*. She has a curious black mark on her right side. Do you see this mark? Now, my child, this mark, and this animal, have the same name. Among sheep, this creature is called *ewe*, (*yu*)—and among letters, this mark is called *u*. So, then, here is one *u* on another

*ewe*. One is a *white* *ewe*—the other is a *black* *u*. Which is the *black* *u*—and which is the *white* *ewe*? Have these two ewes the same *form*? Has the *black* *u* *legs*? Has the *white* *ewe* *legs*? Which *u* is the *smaller*? Which *ewe* is covered with a *fleece* of wool? Show me the *woolly*, the *fleecy*, *ewe*.—Show me the *black* *u* which has no wool. Is one *u* upon the other *ewe*? *Be* upon *bee*, *f* upon *eff*, *h* upon *aytch*, *i* in an *eye*, *jay* upon *jay*, *q* upon *cue*, and *u* upon *ewe*!! Find the *black* *u* upon the phonescope, in the Letter puzzle, and in the Letter maze.

## THE DOUBLE-EWE.

My child, I think that you will give *undivided* attention to the next Letter namer—it is a most curious thing. [Here it is.] This Letter namer is the ewe doubled! And upon this *doubled* ewe, there is a black mark which is called the *double u*.

[The name and *form* of this letter originated in this way—

The Romans used our *V* for their capital *U*—and to make a double *u*, they doubled their capital *yu*, (*V*) which is our *V*.—Hence the double *u* has the appearance of two *vs* joined, or one *v* doubled—*W*.

Remain with the *w* till the child can find it with ease on the *phonescope*, in the *puzzle*, and in the *maze*.]



double-ewe

## THE ZEA.

My child, this is an ear of *zea*. (pronounced *ze*.) *Zea* is Indian corn. The black mark on this ear of *zea*, is the last letter in the English alphabet. There are two *zes* here—the corn *zea*, and the letter *z*. [Many teachers call this letter *zed*—but this is wrong—this letter is now *generally* called *ze*.] Here, then, you have one *z* upon another *zea*. Can you distinguish the corn *zea* from the letter *z*? Can you find the corn *zea* on the *phonescope*, in the letter *puzzle*,



zea

or in the letter maze? If you cannot find the Indian *zea* on the phonescope, nor in either of the other parts of the alphascope, see if you can find the letter *z* on the phone-scope, in the *puzzle*, and in the maze.

## REMARKS.

That the child may improve his habit of attention, become familiar with the *names* of these nine letters, and be made *able* to acquire the *names* of the remaining letters with *ease* and *expedition*, he should be drilled in finding the *vocal* names of the nine letters to which he has already given considerable attention. That the teacher may have a convenient means of exercising the child in this way, I have given a series of words which contain the names of these nine letters. These words are called *alphalogues*, and the parts which are the *names* of any of these nine letters, are denominated *alphanomes*. [*Alphalogue* is made from *alpha*, a letter, and *logos*, a word; and *alphanome*, from *alpha*, a letter, and *onoma*, a name.]

1. *An Alphalogue,*

Is a word which contains the name of some letter, or letters in the alphabet; as *de-throne*, *e-mew*, *eff*, *zea*, *cue*, *double-ewe*, *ewe*, (*yu*.)

2. *An Alphanome,*

Is the *entire* word, or that *part* of the entire word, which is the *vocal* name of some letter in the alphabet; as, *bee*, *jay*, *eye*; *em-bergoose*, *ce-dar*, *wi-ver*.

[I do not say that it is necessary for the child to give any attention to these *definitions* and *distinctions*. If after trial the teacher finds that the child can comprehend them with ease, he should learn them without delay.]

Each of the following alphalogues contains one *alphanome*; and while the teacher utters these alphalogues, (which he should do with great *syllabical* distinctness,)

he should require the children to reiterate the *alphanomes*, and to point out the particular letter of which each *alphanome* is the name.

To produce a spirit of emulation, it would be well to have *merit* places in the class. This would allow each child to occupy the place in relation to the *head* of the class, to which his merits in the exercise, entitle him. [Proceed as follows :]

Now, my children, I wish you to give me *undivided* attention. I want you to hear *distinctly* each *part* of every word which I may utter in the highly interesting exercise into which we are about to enter. When I utter the word, *eye-servant*, I wish you to tell me what particular letter is named in this word :

1. Teacher—*eye-servant*.
2. Children—*i*. [Require them to find *i* in all the *letter* parts on the alphascope.]
3. Teacher—*Honey-bee*.
4. Children—*b*. [Find the *b* on the phonescope, in the puzzle, in the maze, and in the *nomascope*.]
5. Teacher—*Blue-jay*.
6. Children—*j*. [Find as before.]
7. Teacher—*Ef-fort*.
8. Children—*f*. [Find as before.]
9. Teacher—*Cu-bic*.
10. Children—*q*. [Where is *q*?]
11. Teacher—*Be-have*.
12. Children—*b*. [Where is *b*?]

#### EXERCISES.

<i>Alphalogues.</i>	<i>Alphalogues.</i>	<i>Alphalogues.</i>
<i>Ef-fectual</i> .	<i>Be-speak</i> .	<i>Be-fore</i> .
<i>Ewe-lamb</i> .	<i>Eye-salve</i> .	<i>Double-ewe</i> .
<i>Jay-bird</i> .	<i>Aytch-like</i> .	<i>Ze-nith*</i>
<i>Ja-cob</i> .	<i>Be-yond</i> .	<i>Eu-phonious</i> .

\* *Ze-nith* is an *alphalogue*—but *ze* is an *alphanome*.

<i>Alphalogues.</i>	<i>Alphalogues.</i>	<i>Alphalogues.</i>
<i>Ja-pan.</i>	<i>Indian-zea.</i>	<i>I-dential.</i>
<i>I-vory.</i>	<i>Double-ewe.</i>	<i>Ey-ry.</i>
<i>Ewe-sheep.</i>	<i>White-ewe.</i>	<i>I-bex.</i>
<i>Be-hold.</i>	<i>Cu-pidity.</i>	<i>I-tinerant.</i>
<i>I-talian.</i>	<i>I-dea.</i>	<i>Cu-taneous.</i>
<i>U-nitarian.</i>	<i>Cu-riosity.</i>	<i>Eu-pathy.</i>
<i>Eye-tooth.</i>	<i>Eye-lid.</i>	<i>Eu-diometer.</i>
<i>Ayঠch.</i>	<i>Ja-der.</i>	<i>Ef-fectual.</i>
<i>Ayঠch-form.</i>	<i>Ze-ro.</i>	<i>Eu-rope.</i>
<i>Cu-rate.</i>	<i>Cu-riality.</i>	<i>Eye-winkers.</i>
<i>Eye-sore.</i>	<i>Eye-let.</i>	<i>Yew-tree.</i>
<i>Blue-eye.</i>	<i>Ja-dish.</i>	<i>Cu-rious.</i>
<i>Ze-lotical.</i>	<i>Ja-nus.</i>	<i>Ja-cobus.</i>
<i>Jay-bird.</i>	<i>I-vy.</i>	<i>Eye-string.</i>
<i>Ef-fort.</i>	<i>Ew-ry.</i>	<i>Be-witch.</i>



## CHAPTER II.

*The letters of the plus Letter namers.*

The following principles should be well understood by the teacher at least:

**PRINCIPLE I.** When the Letter namer is *precise*, the child should acquire the name of the letter by learning that of the Letter namer.

**PRINCIPLE II.** When the Letter namer is *plus*, the child should learn the *name* of the letter by acquiring a thorough knowledge of the art of throwing the word into two distinct parts, and considering the *first* part as the *name* of the letter. Proceed as follows:

## THE ACORN.

My child, I shall now call your attention to the fruit of the oak. [Here it is.] Can you give me its name? My child, the name of this fruit is *a-corn*. This name comprises two parts, namely *a*, and *corn*. *a-corn*. As the *a* part begins the name, *a* is called the first part—and as *corn* is the next part, it occupies the second place in the formation of this name—hence *corn* is called the *second* part.



a-corn

My child, *I* will give the first part of this name, if *you* will give the *second* part of it.

1. Teacher—*a*.
2. Child—*corn*.
3. Teacher—*a*.
4. Child—*corn*.

Now, my child, if *you* will give me the *first* part of *a-corn*, *I* will give you the *second* part of it.

1. Child—*a*.
2. Teacher—*corn*.
3. Child—*a*.
4. Teacher—*corn*.
5. Child—*a*.
6. Teacher—*corn*.

My child, can you give me both parts of this word? Child—*a-corn*.

Now, give me the first part only. Child—*a*.

My child, do you see the *acorn*? Is it not on your *hand nomascope*?

Child—Here it is—immediately after the *zea*.

Do you see the black mark which is just below the dark covering of this fruit?

[Here is the mark to which I allude.]

Child—I see it—Indeed I have seen it almost con-

stantly from the time you first called my attention to this fruit.

Well, my child, I wish you to examine this mark with great care. Will you do it? Perhaps you have already done so. [Child—I have.]

Do you not think that this black mark is the very *image* of the *first* part of the very name of the fruit on which the mark is found? The word, *a-corn*, is the name of the fruit --and *a* is not only the *first* part of the name, but *a* is the entire name of the *black* mark on the fruit.

My child, remember that the name of this fruit has a *first* part, and a *second* part, a *short* part, and a *long* part, that *a* is the first, or *short* part, and *corn* the second, or *long* part, and that one of these two parts is the *name* of the letter which you see on the fruit. The two parts are *a*, and *corn*. Hence the name of this letter must be *a*, or *corn*. My child, do you see the letter which is on the *acorn*? Here it is—look at it. Now, is *a* the name of this letter—or is *corn* the name of it?

Child—This letter's name is *a*—not *corn*.

My child, find the *a* on the *phonescope*—in the *Letter puzzle*, and in the *Letter maze*.

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## THE CEDAR.



The next *plus* Letter namer to which I shall call your attention is the *ce-dar*, the tree, which falls directly below the *a-corn*. In the centre of this *ce-dar*, there is a letter—and, *under* this *ce-dar*, stands the name of this letter. The name of this tree is *ce-dar*—and, like the word, *a-corn*, it has two distinct parts—the *first* or short part is the

name of the letter which is on the tree—hence, as I utter the two parts of the word *cedar*, separately, you will be able to tell the name of the letter which is on the cedar. Remember, that the *first*, or short part of the name of this tree, is the name of the letter. I will now give you the two parts. *Ce-dar*. My child, here is the letter *C*. Now, is *Ce* the name of this letter; or is *dar* the name of this letter? *Ce, dar*.

Child—*Ce* is the letter's name; because the *ce* is the *first* part of the name of the tree. The name of the tree is *ce-dar*. And, if either part of this name is the name of the letter on the tree, it must be *ce*, for *dar* is not the name of any thing.

Find *c* on the phonescope, in the Letter Puzzle, and in the Letter Maze.

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### THE DECANTER.

My child, do you see this decanter? Do you see the letter which is on it? Now, one part of the name of this object, is the name of the letter on it. I shall give you the name in two distinct parts, and leave you to say which one of the two parts, is the name of this letter. Here is the letter *d*—and I will now give you the two parts of the name of the object on which this letter is placed. *De. Canter.*

Is *de* the name of this letter; or is *canter* *de-canter* the name of it? [Remember that the *first* part is the name of the letter on the object.]

Find the *d* on the phonescope, in the Letter puzzle, and in the Letter maze.



## THE E M E W.



e-mew

Children, do you see this bird? I mean this one—the one which seems to have a covering of *wool* instead of one of *feathers*. The name of the letter which you see on the right side of this curious fowl, is the first, and the *short* part of the name of the bird, itself. If I give you the bird's name in two distinct parts, will you tell me which part is the name of this letter?

e. *mew*.

Now, is *e*, the name of this letter, or is *mew* the name of it? Do you not see that the first part of this name, is the very *image* of the letter which is on the bird? Compare the first part of *e-mew* with the letter on this bird; and then find the *e* on the phonescope, in the Letter puzzle, and in the Letter-maze.

## THE G E - R A N I U M.

ge-*ranium*

My child, will you now give some attention to this bush in whose centre stands a curious black figure. Here is the shrub to which I allude. The name of this shrub, has two distinct parts, both of which, I shall soon utter. And I wish you to give particular attention to these two parts as the first one is the name of the curious letter in the centre of the bush itself. I am about to give you the two parts of the

name of this shrub ; and do pay close attention to both parts : *ge. ranium*. Now, is *ge*, or is *ranium* the *name* of this curious letter ? Which is the first part of the entire name ? The entire name is *ge-ranium*. And, if you can tell the *first* part from the *second*, you can tell the name of the curiously formed letter in the geranium itself. *ge.* ranium. [Find the *g* on the phonescope, in the Letter puzzle, and in the Letter maze.]

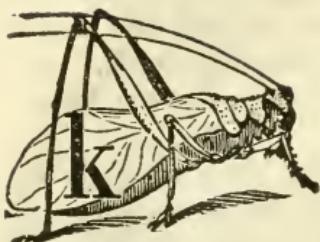
My child, you may know which of the two parts of any one of the words that are under the Letter namers, is the name of the letter by the *inferiority* in the length of one part, and by the *superiority* in the length of the other part. Upon this principle you can decide which part of any word that is under any one of the *plus* Letter namers, is the name of the letter which is on the namer.

Now, turn your eyes to the word which is under the *ge-ranium*. Here it is. This word is divided by this little mark, called a hyphen, into a *first* part, and a *second* part, or into a *short* part, and a *long* part. If, then, you can tell which part is the *short* one, and which is the *long* one, you can tell which part is the name of the letter that is on the shrub itself. True, you can not read this part, [point to *ge* ;] but you can see that this is the *short* part—hence you know that this part is the *name* of the letter which you see on this bush.

[Now turn the attention of the child to the word, *a-corn*, and require him to tell which is the *short* part of this word—and which part is the name of the letter on the *a-corn*. Go from the *a-corn* to the *ce-dar*, from the *ce-dar* to the *de-canter*, from the *de-canter* to the *e-mew*, from the *e-mew* to the *ge-ranium*, and from the *ge-ranium* to the *ka-tydid*, from the *ka-tydid*, to the *el-ephant*, and so on, to the wiver.]

[Let me here say that the course of instruction must be most thorough, or the progress of the child will be very slow indeed. No mode should be left untried, which seems well calculated to impress the names of the letters upon the minds of the children.]

## THE K A - T Y D I D.



ka-tydid

this letter. You can not *name* the part, but you can *point* to it.

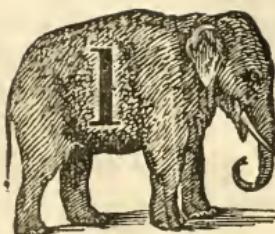
The language of this creature is not less singular than the structure of him: he utters but one word; and that one is his own *name!* This name is under him; and did I think that you would endeavour to remember it, I would give it to you: *ka-tydid, ka-tydid.*

Now, the *short* part of this word is the *name* of this letter—here is the letter. Do you not know which part of this word is the *short* one? Can you not measure the length of sound by means of your ear as well as you can measure the length of space by means of your *eye*? If you can decide by means of your eye, that this part [*ka*] is the *short* part in type, in letters, you can determine by means of your *ear*, that *kay* is the *short* part in *sound*, in *voice*. The name of this letter, then, is *ka*. But I wish you to compare this *k* with the *ka-tydid* himself, in *structure*. I believe that, if you institute a just comparison between the *k* and the *katy-did*, you will find the two to have much the same *construction*. Observe the several *acute*, or *sharp angles*, or *corners*, in this *k*. Do you not see that the *ka-tydid* himself has angles of the same kind?

[Find the *k* on the *Phonescope*, in the *Letter puzzle*, and in the *Letter maze*.]

## THE ELEPHANT.

Children, will you examine the word under the elephant, and tell me which part is the name of the long letter on this *huge* beast. The *short* part of the word, is the name of this letter. Hence this letter is *el*. Do you hear this name? Look at this *l*: it is very long—indeed, it is as much longer than *common* letters as the proboscis of the elephant is longer than the trunks of the other creatures which have this singular part.



el-phant

But, although the *l* resembles the *proboscis* of the elephant in length, it does not resemble the *proboscis* of this creature, in *form*. The *l* is *straight*; but the *proboscis* is *crooked*: it turns up at the end somewhat like the letter *j*.

Find the *l* on the phonescope, in the Letter puzzle, and in the Letter maze.

## THE P E - W E T.

Do you see the bird on which there is an *l* with an *ovul*, a *circular* part at the top? Here it is. This bird is called *pe-wet*. Hence it has the letter, *p* on one of its wings. One part of the *p* is the *l* which you see on the elephant. The other part of the *p* is like the *c* which is on the *ce-dar*.



pe-wet

Find the *p* on the phonescope, in the Letter puzzle, and in the Letter maze.

[Now, direct the attention of the children to the following letters, *b*, *d*, *p*, *q*, which are on the alphoscope in both *large*, and *small* type.]

Do you see these four large letters—here they are—have you all found them? Do you not see that these four letters are all *similar*, all very much *alike*? Would you be glad to know why these four letters are so much alike?

These letters are so much alike, because they are all made, formed, of the *l* and *c*.

Will you now look at the *l* which you will find on the phonescope by the *lion*; and will you examine the *c* which you will find on the phonescope near the *cap*. Examine the *l*, and the *c* with great care.

Have you fixed the *form* of the *l* in your mind? Have you all examined the *c* well? If so, I presume that you can tell me which part of this letter (*d*) is the *c*. Here is the letter,—this large *d*. Can you point out the *c* part of this letter? Can any of you show me the *l* part of the *d*? Does the *l* part of the *d* run *up*, or *down*? Is the *l* part of the *d* on the right-hand side of the *c* part, or is the *l* part on the left-hand side of the *c* part? Does each of you know his right hand from his left one? Make them well acquainted with the *right*, and the *left* side.

Is the *l* in *d*, on the right, or the *left* side of the *c* part? Does the *l* extend above, or below the *c* part of the *d*?

Of what two letters is the *d* made?

[Here is the *q*.] Can you find the *l* part of the *q*? Can you find the *c* part of *q*? Is the *l* on the *right*, or *left* of the *c* part? Does the *l* in *q* run *down*, or *up*?

Of what two letters is *q* made? Can you find the *c* on its Letter namer? [The Letter namers are in the *Nomascopic*.]

Can you find *c* on the phonescope, in the Letter puzzle, and in the Letter maze? Upon what thing is *c* in the Letter maze?

Children, I wish you to give close attention to the exact difference between the form of *d*, and that of *q*. In both letters you see that the *l* parts stand on the right-hand side of the *round* part, the *c* part. But, then, while the *l* part of the *d*, runs up, that of the *q* runs *down*. Do you see this difference, my children? Between what two letters, John? Can any one of you tell between what two letters this point of difference is found?

[The point of difference, is that which results from an *upward* direction in the *l* part of the *d*, and a *downward* direction in the *l* part of the *q*.]

1. What is the namer of *q*? Can you find *q* on the *Phonescope*, in the *Letter puzzle*, and in the *Letter maze*?

2. What is the namer of *d*? Find *d* on the *Phonescope*, in the *Letter puzzle*, and in the *Letter maze*?

*An Exercise to impress the names of a, c, d, e, g, k, l u, and p, upon the minds of the children.*

*Alphalogues.*

*A*-corn.  
*E*l-der.  
*e*-lision.  
*i*-vory.  
*cu*-taneous.  
*ka*-tydid.  
*e*-late.  
*cu*-pidity.  
*eye*-tooth.  
*Ja*-nus  
*e*-ject.  
*el*-egy.  
*eu*-phonious.

*Alphalogues.*

*ge*-ranium.  
*el*-e-gant.  
*ze*-nith.  
*ef*-fect.  
*ze*-lotical.  
*de*-tain.  
*e*-lance.  
*blue*-eye.  
*cu*-rious.  
*ce*-dar.  
*e*-rase.  
*e*-liphat.  
*ey*-ry.

*Alphalogues.*

*Se*-dan.  
*e*-lasticity.  
*be*-hold.  
*Jay*-bird.  
*de*-ter.  
*de*-throne.  
*se*-date.  
*double*-ewe.  
*Ja*-cobus.  
*el*-phant.  
*e*-lation.  
*ja*-dery  
*eu*-diometer.

*Alphalogues.**Ja-cob.**e-mew.**pe-culiar.**el-bow.**i-dentical.**Ja-pan.**Alphalogues.**eu-phonious.**pe-wet.**el-e-ment.**aytch-form.**yew-tree.**A-sia.**Alphalogues.**ewe-lamb.**pe-dantic.**e-lastic.**be-yond.**i-vy.**i-ris.*

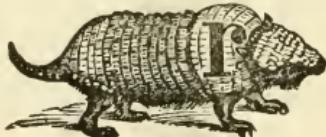
## THE E M - B E R G O O S E.



em-bergoose

Upon this fowl, there is a letter whose name is found in the *first* part of the word, *em-bergoose*. [Make the child familiar with the letter, and with its name, in the way which I have pursued with the other letters.]

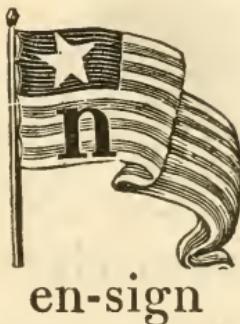
## THE A R - M A D I L L O



ar-madillo

As the first part of the word, *ar-madillo*, is the name of the letter on this creature, the presumption is that you can tell the name of this letter at once.

## THE EN-SIGN.



Upon this flag, is a letter whose name is the *first* part of the word, *en-sign*, which is the appropriate name of the flag.

[Go on in the usual way.]

## THE O-C ELO T.



o-celot

This *cat*, or rather *tiger*, looking creature, is adorned with the letter which is found in the *first* part of his name. The name entire, is *o-celot*: hence the first part of it, is the very image of the letter which you see on the creature himself.

## THE E-S-TRICH.

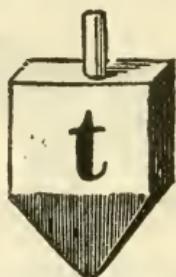


es-trich

The letter which you see upon this curious bird, is named in the *first* part of the bird's own name—hence I presume that you know the letter's name to be *es*. *Estrich*.

[An *es-trich* is an *os-trich*.]

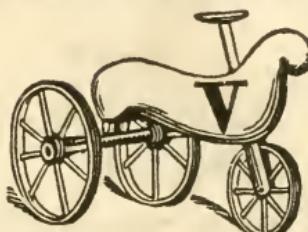
## THE TE-TOTUM.



te-totum

This play thing with which boys in general, are very familiar, generally has four letters on it—but in this instance, it has but one: and, as the name of this one is found in the *first* part of the word, *te-totum*, you know that its name is *te*.

## THE VE-LOCIPED E.



## ve-locipede

Upon this vehicle there are three wheels, and one *letter*. And the name of the letter is the first part of the name of the vehicle itself—hence the name of the letter which seems to be *riding out*, must be the *ve*.—[Ve-locipede.]

## THE WI-VER.



## wi-ver

As this fellow gives a better description of himself than I can give of him, I shall leave him to speak for himself. But the letter on him has a name—and, as the name of it, is the first part of the creature's own name, it must be *wi*. [Wi-ver.]

## THE EX-PRESS.



ex-press

The name of the letter is the *first* part of the *functional* name of the man himself. Hence it must be *ex*.

- [1. The teacher should now take up *c*, and *p*, upon which he should lecture much in the same way in which he has lectured upon *d*, and *q*.]
2. Next, upon the *c*, *l*, and *o*.
3. Upon *v*, *w*, and *y*.
4. Upon *n*, *w*, *m*, and *b*.
5. *i*, *l*, *j*, and *f*.]

## An Exercise in Alphanomes.

<i>Alphanomes.</i>	<i>Alphanomes.</i>	<i>Alphanomes.</i>
<i>A</i> -corn.	<i>Ce</i> -dar.	<i>Eff.</i>
<i>Eye.</i>	<i>A</i> -pe.	<i>You.</i>
<i>Be</i> -numb.	<i>Es</i> -trich.	<i>El</i> -e-ment.
<i>Ea</i> -gle.	<i>Ef</i> -fem-i-nate.	<i>Be</i> -fore.
<i>Pea</i> -hen.	<i>Ar</i> -row.	<i>Ar</i> -ch.
<i>Em</i> -met.	<i>E</i> -dacity.	<i>Ge</i> -nius.
<i>In</i> -vi-o-late.	<i>E</i> -lapse.	<i>I</i> -ron.
<i>I</i> -ronical.	<i>Ef</i> -fect.	<i>Ar</i> -rogant.
<i>Bee.</i>	<i>Ce</i> -dar.	<i>De</i> -canter.
<i>E</i> -mew.	<i>Eff.</i>	<i>Ge</i> -ranium.

<i>Alphanomes.</i>	<i>Alphanomes.</i>	<i>Alphanomes</i>
<i>Aylch.</i>	<i>Eye.</i>	<i>Jay.</i>
<i>Ka-ty-did.</i>	<i>El-e-phant.</i>	<i>Em-prise.</i>
<i>En-sign.</i>	<i>O-ce-lot.</i>	<i>Pe-wet.</i>
<i>Que. [cu.]</i>	<i>Ar-madillo.</i>	<i>Es-trich.</i>
<i>Te-totum.</i>	<i>Ewe. [yu]</i>	<i>Ve-locipede.</i>
<i>Double-ewe.</i>	<i>Ex-press.</i>	<i>Wi-ver.</i>
<i>Zea. [ze.]</i>	<i>E-vent.</i>	<i>A-cre.</i>
<i>Ip-e-cac-u-an-ha.</i>	<i>I-onic.</i>	<i>A-vowedly</i>
<i>Po-em.</i>	<i>I-ris.</i>	<i>E-jac-u-late.</i>
<i>I-o-lite.</i>	<i>Em-brace.</i>	<i>E-lope.</i>
<i>Be-hind.</i>	<i>Sea-gull.</i>	<i>A-mer-i-ca.</i>
<i>Double-ewe.</i>	<i>Are. [ar]</i>	<i>E-lixir.</i>
<i>El-e-mental.</i>	<i>E-ventful.</i>	<i>A-vouched.</i>
<i>Ar-rest.</i>	<i>Em-balm.</i>	<i>Be-mangle.</i>
<i>Ar-tichoke.</i>	<i>A-vulsion.</i>	<i>Ar-range.</i>
<i>A-rion.</i>	<i>E-clipse.</i>	<i>Ge-neva.</i>
<i>Ar-cher.</i>	<i>E-lix-a-tion.</i>	<i>Em-bergoose.</i>
<i>Ar-o-matic.</i>	<i>Em-bitter.</i>	<i>Ar-rive.</i>
<i>En-velop.</i>	<i>De-range.</i>	<i>Ar-not.</i>
<i>Ex-quisitive.</i>	<i>Es-sential.</i>	<i>Eph-od.</i>
<i>Ex-port.</i>	<i>En-tune.</i>	<i>Ex-os-sa-ted.</i>
<i>De-lay.</i>	<i>Wi-ver.</i>	<i>Wy-o-ming.</i>
<i>Ef-fort.</i>	<i>En-trust.</i>	<i>De-lay.</i>
<i>Ce-dar.</i>	<i>I see.</i>	<i>The sea.</i>
<i>El-bow.</i>	<i>Em-power.</i>	<i>A-bove.</i>
<i>Em-a-native.</i>	<i>De-throne.</i>	<i>El-o-cu-tion.</i>
<i>A-lone.</i>	<i>E-lude.</i>	<i>Pea-pod.</i>
<i>O-me-ga.</i>	<i>Wy-eth.</i>	<i>Em-phatic.</i>
<i>De-canter.</i>	<i>Em-pyreum.</i>	<i>De-throne.</i>
<i>Ex-per-i-ment.</i>	<i>E-mit.</i>	<i>Cu-taneous.</i>
<i>El-o-quent.</i>	<i>Pea-patch.</i>	<i>O-pake.</i>

<i>Alphanomes.</i>	<i>Alphanomes.</i>	<i>Alphanomes</i>
<i>Pe-ans.</i>	<i>De-mure.</i>	<i>El-o-cu-tion.</i>
<i>Em-bitter.</i>	<i>E-mew.</i>	<i>O-ce-lot.</i>
<i>E-motion.</i>	<i>Ex-ertion.</i>	<i>E-mit.</i>
<i>Em-panel.</i>	<i>Ef-face.</i>	<i>Ex-pire.</i>
<i>O-ration.</i>	<i>De-tention.</i>	<i>Pe-dom-e-ter.</i>
<i>En-tertain.</i>	<i>De-pose.</i>	<i>Pe-cu-liar.</i>
<i>En-rich.</i>	<i>De-lay.</i>	<i>En-viron.</i>
<i>De-ride.</i>	<i>E-nunciation.</i>	<i>En-velop.</i>
<i>U-nited.</i>	<i>Te-nacious.</i>	<i>Double-ewe.</i>
<i>Pe-dom-e-ter.</i>	<i>De-prive.</i>	<i>E-nunci-a-tion.</i>
<i>En-vassal.</i>	<i>Wi-ver.</i>	<i>Te-nacious.</i>
<i>U-ni-corn.</i>	<i>I-bex.</i>	<i>Ge-ranium.</i>
<i>Te-de-um.</i>	<i>Wi-ry.</i>	<i>Ex-ist.</i>
<i>Be-ing.</i>	<i>To be.</i>	<i>Te-tram-e-ter.</i>
<i>Pe-ter.</i>	<i>You.</i>	<i>Ewe.</i>
<i>Jay.</i>	<i>Ge-ni.</i>	<i>Em-people.</i>
<i>De-pose.</i>	<i>Em-i-gration.</i>	<i>O-rion.</i>
<i>O-verwise.</i>	<i>Ze-bra.</i>	<i>Ar-tic-u-lation</i>
<i>Zea.</i> [ze.]	<i>Double-ewe.</i>	<i>Ve-racious.</i>
<i>Ex-pression.</i>	<i>Eff.</i>	<i>Te-totum.</i>
<i>Ef-fort.</i>	<i>Sea-horse.</i>	<i>Ar-madillo.</i>
<i>E-mew.</i>	<i>O-possum.</i>	<i>Eye-sight.</i>
<i>Aytch.</i>	<i>El-ephant.</i>	<i>Es-tablish.</i>
<i>En-sign.</i>	<i>Cu-ticle.</i>	<i>O-ce-lot.</i>
<i>Ve-locipede.</i>	<i>Es-sence.</i>	<i>Eu-tychian.</i>
<i>Eu-ropean.</i>	<i>A-rians.</i>	<i>E-tesians.</i>
<i>Ar-i-o-so.</i>	<i>Vi-ra-go.</i>	<i>Vis-a-vis.</i>
<i>[ar-e-o-so.]</i>	<i>[ve-ra-go.]</i>	<i>[ve-za-ve.]</i>

## CHAPTER III.

I. *The Sounds of Speech.*

The sounds of speech, are the various *voices*, or elementary *noises* which are heard in speaking words.

The vocal word, *bat*, is made up of three elementary voices, or *noises*; and these elementary noises are the sounds of this vocal word.

The printed word, *bat*, is made up of three alphabetical characters, or marks; and these marks are the letters of this *printed* word.

[Here is the printed word, *bat*.]

1. The first elementary mark in this *printed* word, is *b*.  
[Here is *b*.]

2. The second elementary mark in this *printed* word, is *a*. [Here is *a*.]

3. The third elementary mark in this *printed* word is *t*.  
[Here is *t*.]

[The word, *elements*, means the *parts* which make up a whole thing. Thus the threads in cloth, are the elements, or the *elementary parts* of the cloth.]

My child, having shown you the *elementary* parts of the printed word, *bat*, I will now undertake to show you the *elementary* parts of the *vocal* word, *bat*. [Vocal, voice, noise, spoken, not written, not formed of letters.]

The *spoken* word, *bat*, is made up of three elementary voices, or *noises*; and these elementary noises are the elementary *sounds* of this *vocal* word. What word? [*bat*.]

1. The *first* voice, or *noise* in the *vocal* word, *bat*, is the elementary sound which is heard in the *mere beginning* of this *voice* word. [That sound which is heard *before* the lips are *separated*.]

[The child should be drilled on this sound.]

2. The second sound in the *vocal* word, *bat*, is that voice, or *noise*, which is heard in the *mere beginning* of the *vocal* word, *axe*.

[Here explain the sound, and drill the child upon it.]

3. The third sound in the *vocal* word, *bat*, is the voice, or *noise*, which merely begins the *vocal* word, *top*.

[Here illustrate, and drill.]

II. *Letters.*

Letters are the *elements* of *printed* words, and the *medium* through which we *see* vocal ones: or,—

Letters are the alphabetical marks which, in the formation of *printed* words, take the place of the elementary sounds in *vocal* ones.

III. *The Sounds of Letters.*

The sounds of letters are the elementary noises, or voices in *vocal* words, whose places are taken by letters in *printed* ones: or,—

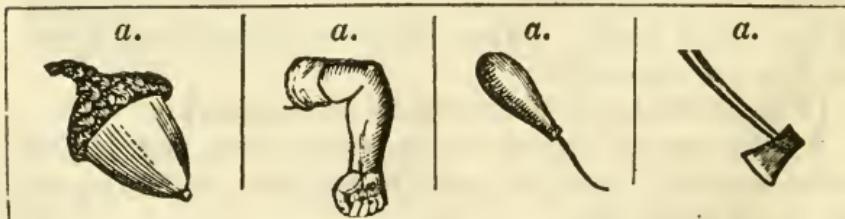
The sounds of letters are the thirty-eight elementary voices in *vocal* words, to which the letters in *printed* ones, direct the mind through the medium of the *eye*.

1. The letter, *b*, in the *printed* word, *bat*, directs the mind to the first sound in the *vocal* word, *bat*.

2. The letter, *a*, in the *printed* word, *bat*, directs the mind to the second elementary sound in the *vocal* word, *bat*.

3. The letter, *t*, in the *printed* word, *bat*, directs the mind to the third element in the *vocal* word, *bat*.

Some letters direct the mind to more sounds than others. The letter, *b*, directs the mind to one sound only—but *a* directs the mind to *four* sounds. The four sounds to which *a* directs the mind, are said to be the sounds of *a*. That the child may clearly understand these four sounds of *a*, he should be required to utter the *mere beginning* of the name of each of the following *Letter Sounders*.



1. The letter, *a*, represents the sound which *merely begins* the word, *acorn*. (*a-corn.*)

2. This letter represents, too, the sound which *merely begins* the word, *arm*. (*a-rm.*)

3. This character represents, likewise, the sound which merely begins the word, *awl.* (*a-wl.*)

4. This letter represents, also, the sound which merely begins the word, *axe.* (*a-xe.*)

To enable the child to learn the thirty-eight elementary sounds, of which the twenty-six letters are an index, I have constructed that part of the *Alphascope*, which is denominated *the Phonescope*. The Phonescope is made up of thirty-eight *Letter Sounders*, by which the thirty-eight elementary sounds of the twenty-six letters of the English alphabet, may be clearly illustrated by the teacher, and easily learned by the child.

Each radius of the Phonescope has one of the twenty-six letters of the alphabet; and each letter has as many *Letter Sounders* as the letter itself has sounds. The letter, *b*, has but one Letter Sounder,—hence it is known that this letter has but one *sound*.

The letter, *a*, has *four* Letter Sounders; from which it is seen that *a* has *four* sounds.

*How to ascertain the sound, or the sounds, of a particular letter:*

In general, the sound, or the sounds, of any particular letter, may be ascertained by uttering the *mere beginning* of the *name* of the Letter Sounder, or the Letter Sounders, with which the letter is placed. For example,—The sound of *b* may be ascertained by uttering the *mere beginning* of the word, *bat*.

*The names of the thirty-eight Letter Sounders.*

In uttering the *mere beginning* of one of these names, the child will give the sound, or one of the sounds of the letter over the line.

*a.*

*a-corn.* [The alphabetical name of *a* is *a's first sound* which is heard in *a-corn, ape, &c.*]

*a.*

*a-rm.* [Give, not the *name*, but a *sound* of *a.*] (*ah.*)

a.

a-wl. [Give, not the name, but a *sound* of a.] (aw.)

a.

a-xe. [Give, not the alphabetical *name*, but a sound of a.]

b.

b-at. [Do not give the alphabetical *name* of b; give the sound of b.]

c.

c-ap. [Give, not the *name*, but a *sound* of c.]

c.

c-ircle. [Give, not the *name*, but a *sound* of c.]

d.

d-og. [Give, not the *name*, but the *sound* of d.]

e.

e-mew. [Give the alphabetical *name* of e, for here, its simple name is its long, or first sound.]

e.

e-lephant. [Give, not the *name*, but the second *sound* of e.]

f.

f-ork. [Give, not the *name*, but the *sound* of f.]

g.

g-un. [Give, not the *name*, but a *sound* of g.]

g.

g-iraffe. [Give, not the *name*, but a *sound* of g.]

h.

h-at. [Give, not the *name*, but the *sound* of h.]

i.

eye. [Here give the alphabetical *name* of i, for this name is the first, or long sound of i.]

i.

i-ndian. [Do not give here the alphabetical *name* of i—give the second, or short sound of i.]

j.

j-ug. [Do not give the *name* of j, but the *sound* of j.]

k.

k-ey. [Give, not the *name*, but the *sound* of *k*.]

l.

l-ion. [Give, not the *name* of *l*, but the *sound* of it.]

m.

m-ortar. [Give, not the *name*, but the *sound* of *m*.]

n.

n-et. [Give, not the *name*, but the *sound* of *n*.]

o.

o-celot. [Here, the *sound* of *o*, is the *name* of *o*.]

o.

t-o-mb. [Give, not the *name*, but a *sound* of *o*.]

o.

o-rgan. [Give a *sound*, not the *name* of *o*.]

o.

o-x. [Give a *sound*, not the *name* of *o*.]

p.

p-en. [Give, not the *name*, but the *sound* of *p*.]

q.

q-uail. [Give, not the *alphabetical name* of *q*, but the *sound of q*.]

r.

r-abbit. [Give not the *alphabetical name* of *r*, but the *sound of r*.]

s.

s-tove. [Give, not the *alphabetical name* of *s*, but a *sound of s*.]

s.

wise. [Give, not the *alphabetical name* of *s*, but a *sound of s*.]

t.

t-op. [Give, not the *name*, but the *sound* of *t*.]

u.

ewe. [Here, the *sound* of *u*, is its *alphabetical name*.]

u.

u-rn. [Give, not the *name* of *u*, but a *sound* of it.]

u.

puss. [Give, not the *name*, but a *sound* of *u*.]

v.

v-ane. [Give, not the *name*, but the *sound* of *v*.]

w.

w-ag-on. [Give, not the *name*, but the *sound* of *w*.]

x.

fox. [Give, not the *name*, but the *sound* of *x* which is heard in the last part of *fox*.]

y.

y-oke. [Give, not the *name*, but a *sound* of *y*.]

y.

wi-ver. [Here, the *sound* of *y*, is the *alphabetical name* of *y*.]

z

z-ebra. [Give, not the *name*, but the *sound* of *z*.][Page 118, *First* Round in the Ladder of Education.]

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### *Important Matter.*

Make the child understand that the phrase, "*To sound a letter*," means to give its sound, or sounds.

1. How many sounds has *a*?
2. How do you know?
3. How many sounds has *b*?
4. How do you know that *b* has but one sound?
5. How do you sound *b*?
6. Can you sound *a*?

Give me the *first* part of *a-corn*. Give me the first part of *arm*. Give me the first part of *awl*. Give me the first part of *axe*.

Give the first part of *bat*. Give the first part of *cap*. Give the first part of *circle*. Sound *a* in *acorn*—in *arm*—in *awl*—in *axe*. Sound *b* in *bat*. Sound *c* in *cap*—Sound *c* in *circle*.

How many sounds has d? Give the first part of *dog*.  
Sound d.

Give the first part of *e-mew*—Give the first part of *elephant*. Sound e in *emew*—Sound e in *elephant*.

Give the first part of *fork*. How many sounds has f?  
By what do you know that f has but *one* sound

Sound f.

Sound a.

What is the first Letter Sounder of a? What is the last Letter Sounder of a?

Sound a.

What is the Letter Sounder of b? What is the first Letter Sounder of c? How many Letter Sounders has c?  
How many Letter Sounders has c?

What is the Letter Sounder of f? Give the first part of *fork*. Sound f.

[Go through with all the letters in this way, by means of the *Phonescope*.]

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## CHAPTER IV.

### 1. *Syllable Sounders*.

### 2. THE SYNPHONESCOPE.

1. A *Syllable Sounder* is two, or more *Letter Sounders*, put together, to show the formation of sounds into *Syllables*.

2. The *Synphonescope* is a series of *Syllable Sounders*, which gives a *view* of the manner in which two, or more of the elementary sounds in speech, are put together in the formation of *syllables*.

[*Syn*, together, or with; *phone*, a sound, and *skopeo*, to view.]

[The Syllable Sounders on the *Alphascope*, are immediately above the *Nomascope*. In the book, the Syllable Sounders commence under page 32. In the book, the first Syllable Sounder is composed of the Letter Sounder of b, and of the first Letter Sounder of a.]

[On the *Alphascope*, the first *Syllable Sounder* is made up of a dog, and an eye—the first, the Letter Sounder of d, the second, the Letter Sounder of i, long.]

## REMARKS.

Nothing which can be put upon paper, can render the child any *direct* aid in understanding the *Syllable Sounders*. Indeed, the *Syllable Sounders* are intended to aid the teacher in drilling the child on the part of *Syllable Reading* which is generally denominated the “putting of the *letters together*.” [It is not, however, the putting of the *Letters*, but the *sounds* of them, together.]

1. The sounds of the letters, are learned by means of the *Letter Sounders* on the *Phonescope*.

2. The combinations of these sounds, are learned by the means of *Syllable Sounders* which are formed by combining two, or more *Letter Sounders* together.

## CHAPTER V.

*The Syllablescope.*

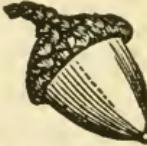
The *Syllablescope* is a view of the process of *Syllable Reading*.

The *Syllable scope* is constructed by connecting suitable *Syllable Sounder* with each Syllable of *letters*.

*Syllables of letters: Syllable Sounders*

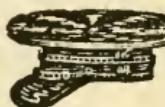
b

a

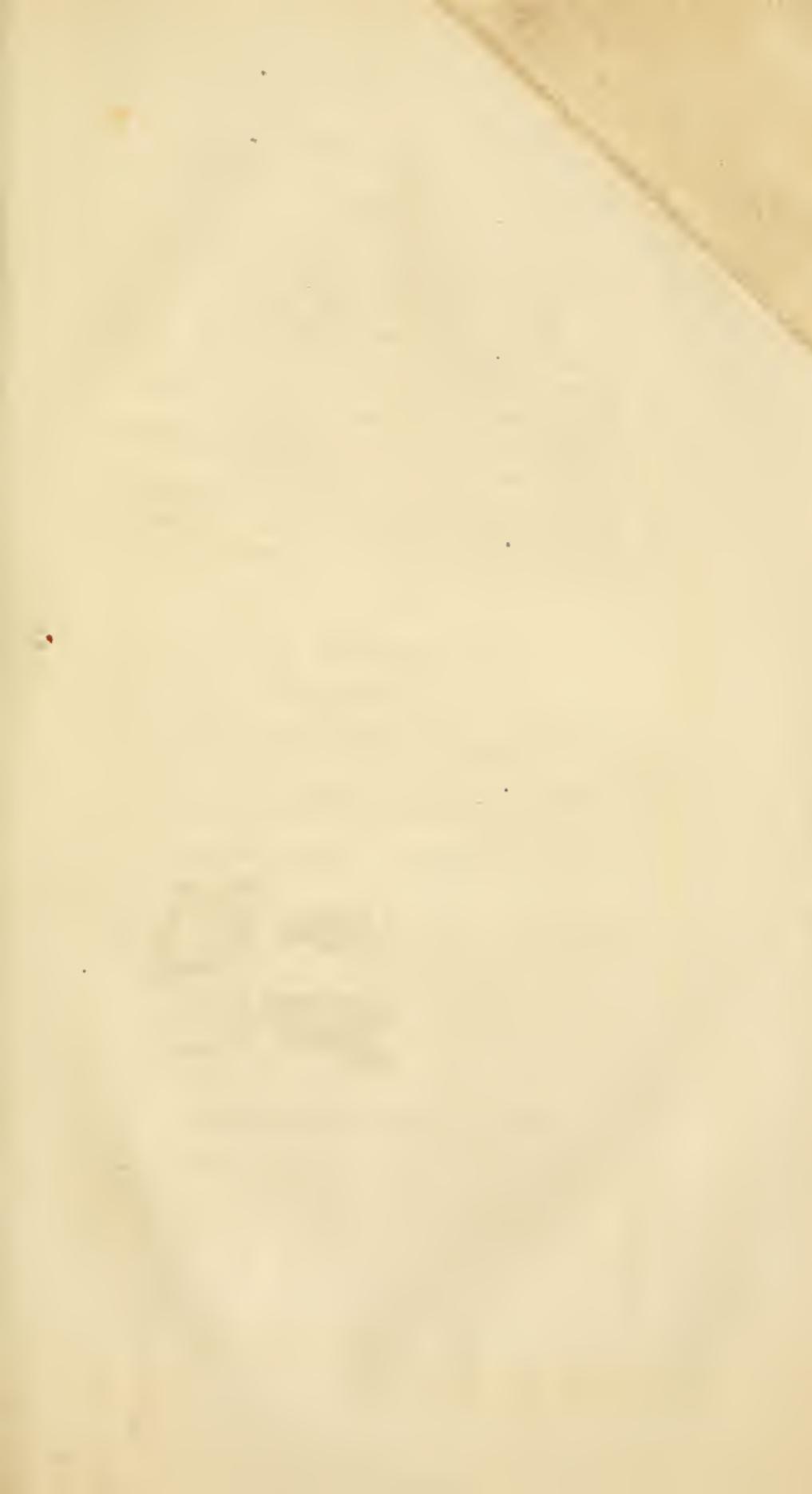


c

u

*The process in Syllable Reading.*

*First*,—the child should speak the letters *b*, *a*. *Secondly*,—he should utter the *vocal syllable* of these letters, which is represented by the *Syllable Sounder* placed after the letters.









0 021 772 270 6

## THE PHONE

